

Textbook Alignment to the Utah Core – 4th Grade Fine Arts – Visual Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 4th Fine Arts - Visual Arts Core Curriculum

Title: _____ ISBN#: _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____ %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____ %

STANDARD I: (Making): The student will explore and refine the application of media, techniques, and artistic processes.

Percentage of coverage in the *student and teacher edition* for Standard I: _____ %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____ %

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective 1.1: Explore a variety of art materials while learning new techniques and processes.				
a.	Draw objects from a variety of perspectives; e.g., directly beneath, bird's-eye view, below, from the level of the surface upon which it sits.			
b.	Use blocking-in, gesture drawing, and/or stick figures as start-up skills for drawing.			
c.	Portray cast shadows as having shapes different from the objects that cast them.			
d.	Use value, color, and texture to create interest.			
e.	Observe and render the details of real objects with a high degree of accuracy; e.g., veins in a leaf, wrinkles in a cloth, mortar between brick, ridges in bark.			
Objective 1.2: Handle art materials in a safe and responsible manner.				
a.	Provide proper ventilation when working with art materials that give off fumes.			
b.	Dispose and/or recycle art material wastes in a safe and appropriate manner.			
c.	Clean and store art materials and equipment in a way that extends their life and usability.			
d.	Clean and put back to order art making areas after projects.			
e.	Respect other students' artworks as well as one's own.			
STANDARD II: (Perceiving): The student will analyze, reflect on, and apply the structures of art.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Analyze and reflect on works of art by their elements and principles.				

a.	Discuss how height placement creates an illusion of depth in artworks.		
b.	Determine the overall value key for several significant works of art.		
c.	Analyze how artists have varied the space divisions to create a more interesting composition.		
d.	Identify evidence of depth, shadow, color, and mood in artwork.		
Objective 2.2: Create works of art using the elements and principles.			
a.	Draw the base of a distant object higher up on the drawing page than the bases of objects that are meant to be in the foreground.		
b.	Portray a consistent light side closest to the light source and dark side opposite the source of light in artwork.		
c.	Alter the intensity of any color by adding gray to it.		
d.	Create dominance in a painting by adding gray to all the colors but one.		
e.	Repeat elements to create movement in artwork.		
STANDARD III: (Expressing): The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)
Objective 3.1: Explore possible content in art prints or works of art.			<i>Not covered in TE, SE or ancillaries ✓</i>
a.	Determine and explore a variety of sources of inspiration for making art; e.g., panoramic view, microcosm, people, imagination, experimentation, decoration, celebration,		

	events, interpretation of emotions, education, religion.			
b.	Examine the overall value key of significant works of art and relate the key of each work to a mood.			
Objective 3.2: Discuss, evaluate, and choose symbols, ideas, subject matter, meanings, and purposes for artworks.				
a.	Create a work of art using inspiration from hobbies or interests.			
b.	Interpret how artists use symbols to express moods, feelings, and ideas in art.			
c.	Create and invent symbols to represent ideas, moods, or thoughts in artwork.			
d.	Classify works of art according to media and genre; e.g., portrait, landscape, abstract, realistic, painting, sculpture, drawing, print.			
e.	Identify themes in works of art.			
f.	Hypothesize why some significant works of art are valuable.			
g.	Predict why some people enjoy significant works of art that don't convey a story.			
STANDARD IV: (Contextualizing): The student will interpret and apply visual arts in relation to cultures, history, and all learning.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Compare the arts of different cultures to explore their similarities and diversities.				
a.	Explain how much of Utah's history is revealed by visual arts, crafts, and folk arts.			
b.	Create works of art that connect to the early art and cultures of the state using similar designs or motifs.			
Objective 4.2: Connect various kinds of art with particular cultures,				

	times, or places.			
a.	Find stylistic similarities between local and international works of art.			
b.	Describe the effects that location and the availability of materials have had on buildings, folk arts, and crafts of the state's cultures; e.g., wool for weaving, clay for pottery, wood for furniture making, large amounts of lumber for home building.			
Objective 4.3: Recognize the connections of visual arts to all learning.				
a.	Create art that expresses your connections to the early Utah art.			
b.	Strategy example: The early Utah art may be prehistoric, craft oriented, or folk art. Use the design motifs of the early Utah art to inspire similar designs in the new art made in class.			
c.	Explain how scientific information can be communicated by visual art.			
d.	Explain how the arts affect or enhance the quality of life in Utah; e.g., availability of the arts, traditions from previous times, value placed on arts within the state, impact of the arts on the environment.			

Suggested list of masterworks and artists for fourth grade:

"Immigrant Train" by George M. Ottinger

"Rhinoceros" by James C. Christensen

"Capitol from North Salt Lake" by Louise R. Farnsworth

"Apples and Oranges" or other works by Paul Cezanne

"Dempsey and Fripo" by George Bellows

"Mother and Child" by K.,the Kollwitz

"Bedroom at Arles" and other works by Vincent Van Gogh

"The Letter" and other works by Jan Vermeer

"Blue Atmosphere" by Helen Frankenthaler

Any works of art with which the teacher is familiar and appropriately teaches the standards and objectives of this grade level can be used. This could include works suggested for other grade levels as well as other works by the artists suggested above.